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more attention is paid to leading the pupil to discover what difference it makes whether he does right or wrong. This difference includes equally effects upon others and upon self. That this latter is not conceived in narrow or superficial terms is shown by such a question as this: "Honesty is the best policy: Is this the best or the highest reason?" In addition there is a series of questions intended to help the pupil learn how to make himself better able to withstand temptation, as: "How can you best develop the habit of truthfulness for yourself?" Another set of questions appeals to the boy's desire to mold the world nearer to his own ideals, with its tremendous effects upon these ideals themselves. Examples are: "What can you do to improve the standards of truthfulness among your associates?" "What can you do to secure a tradition for clean and honest sport?" These and other topics are developed in a great variety of questions, most of them very concrete and helpful. There are indeed occasional lapses. "No boy should allow himself to fall into dishonest practices through imitation." This statement sins against the first commandment of a sound system of moral instruction: There must be no exhortation. For moral instruction exists, not to give an opportunity for preaching, but to reveal the truth about the moral life. "Would you deliberately choose to become mayor of your city at the cost of bribery and dishonor?" This question is a direct invitation to talk cant. A single excursion into that field may practically ruin an entire course.

The discussions dealt for the most part with the life the pupil was leading at the time. The outlook into the future, however, which, for the Senior at least, begins to loom very near, was by no means ignored.

The author understands the purposes and methods, the elements of strength, and the limitations of the method of training character through reflection upon the moral issues of life. He knows boys thoroughly and understands their point of view. As a result, he has given us a book which can be recommended for the classroom and for club work alike as perhaps the most helpful treatment of the subject in its own field that has yet appeared. A Foreword precedes the main body of the work, giving an excellent statement of the principles upon which exercises of this kind should be conducted.

FRANK CHAPMAN SHARP

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Elementary Chemistry. By ALEXANDER SMITH. New York: Century Co., 1914. \$1.25.

Although this text came from the press late in the past summer, it has met with a large adoption for the present year. The wide reputation of the author and his college texts caused secondary teachers to await eagerly the publication of this book.

Omitting the customary classifications and definitions of the various sciences, the author has proceeded at once to the statement and method of

attack of a rather simple analysis. "Placing the teacher into the text," the student is led to learn the meaning of such terms as "property," "substance," "mixture," "impurity," etc., while he follows the analysis of a piece of cloth for wool or cotton. Each law is stated in heavy type as it is met with, while all new terms appear in italics. Chap. ii is somewhat more empirical in giving further terms and the fundamental operations while discussing the nature of rusting and some typical chemical changes. Word equations are introduced here and are continued until the chapter on formulas is studied.

Oxygen is approached through the study of the nature of the familiar air and rusting. Rather little space is devoted to the types of oxidation and their everyday significance. The gas laws (chap. v) follow in order to determine accurately the percentage of oxygen in a sample of air. One expects the author to take up next, in the more natural order, the subject of natural waters, their composition, and then hydrogen, but he shifts his mode of attack and begins with hydrogen. Weight proportions, equivalents, and the order of reactivity of the metals find a place in the chapter on hydrogen. The composition of water precedes its physical states, purification, and hydrates. Then follows a short reference to reversibility as applied to deliquescence and efflorescence and the system, iron, and steam. Solutions, crystallization, vapor pressure, boiling-point, etc., are separated from water by two rather difficult chapters on formulas and equations which are begun with Gay Lussac's Law and the empirical choice of 22.4 liters as the unit of volume.

Chapters on hydrochloric acid, chlorine, and sodium and sodium hydroxide acquaint the student with a typical acid and non-metal on the one hand and a typical metal and alkali on the other, and prepare for the following two chapters on acids, bases and salts, which include the ionic theory and valence. No discussion of neutralization as a quantitative reaction or of molar and normal solutions is found. This completes the first fifteen chapters which deal primarily with matter.

The twenty-seven later chapters follow the conventional order of treatment of the non-metals carbon, nitrogen, sulphur, the halogens and their most important compounds, and then the various metal groups. Interspersed with the chapters on non-metals are those on petroleum products, starch and its related compounds, oxidizing substances, and, after a review chapter on non-metallic elements, under the introduction of organic acids, and their esters follows a chapter on fats, soaps, etc., and one on explosives and plastics. Another chapter of everyday interest is that on plants, fuels, and foods which is inserted later among the chapters on the metals. The final chapter is a review of metallic elements through their recognition in substances containing the more common positive radicles.

The content of the book covers a wide enough field to allow of freedom in selection by any teacher and for any type of elementary course. The vast

number of topics treated will make the book very valuable for reference, and the general inductive method of attack should give it a wide adoption as a text. It is especially well printed and neatly bound.

CHARLES J. PIEPER

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A History of England and Greater Britain. By ARTHUR LYON CROSS.
New York: Macmillan, 1914. Pp. xiii+1165.

A glance at this volume invites a comparison of it with Green's one-volume edition and Gardiner's *A Student's History of England*, rather than with the numerous brief histories of England that have been published within recent years. Professor Cross has somewhat exceeded the amount of material in the works just mentioned by title. His page and type are both larger than those in the volumes of Green and Gardiner. This volume is not illustrated. The maps (all full-page size) are only thirteen in number.

One of the most admirable features of this work is the direct, animated style. Short sentences abound. The reader feels that both intellectual strength and mastery of the subject were behind the work of composition. As a consequence, interest never lags. The author has enhanced the attractiveness of his story by including many anecdotes, quotations, and scraps of conversation drawn from the large stock of such materials available in English history. His characterizations of the chief actors in English history are also of interest. The great men and women of this story stand out with strong individualities plainly marked.

While the narrative is chiefly that of a political organization, the social, industrial, religious, and artistic phases are not neglected. The term "Greater Britain" in the title does not indicate a particularly full treatment of American colonial history; nor is the history of the empire expanded to a degree that would be desirable. However, considerable attention is paid to American affairs, and in this connection some errors occur: the date of the Sugar Act was 1764, not 1763 (p. 751); the Venezuelan boundary dispute was not settled by the commission that President Cleveland appointed (p. 1028).

Professor Cross does not neglect to point out the significance of events, or to trace the development of institutions. He gives clear explanations, adapted for American readers, of peculiar British institutions. The volume, while many will think it too large to serve as a text, will therefore be of service as a book of reference in high schools and colleges.

At the end of each chapter is a reference list classified under such headings as Narrative, Constitutional, Ecclesiastical, Biography, Sources. Here standard works and special histories are mentioned; in many cases particular